



OXFORD
SIXTH FORM COLLEGE

Accessibility Plan 2019-2022

Written 1 Oct 2019
Review date 1 Sep 2020

Introduction

Oxford Sixth Form College (OxSFC) is committed to increasing access to the College for students, staff, parents, governors & visitors and has planned improvements over the period from 2019 to 2022 to achieve this. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs & Disability Act 2001 (SENDA) & updated with regard to the Equality Act 2010.

This accessibility plan is a plan for:

- (a) increasing the extent to which disabled students can participate in the College's curriculum;
- (b) improving the physical environment of the College for the purpose of increasing the extent to which disabled students are able to take advantage of education offered by the College and
- (c) improving the delivery to disabled students -
 - i. within a reasonable time, and
 - ii. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 - iii. as a result of information which is provided in writing for students who are not disabled.

These three areas are addressed in the action plans that follow.

Key Objectives

The key objectives of the Accessibility Plan are:

(a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission & education.

(b) That, where practical to make reasonable adjustments, based on the information & advice received; the College will enable a prospective disabled student to take up a place at the College if he/she satisfies the admission criteria.

(c) To make the College more accessible to disabled students & staff, including those affected on a short term basis - for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.

(d) To create a positive, "can-do" attitude towards the issues faced by disabled students enabling them to take full advantage of the educational experiences provided.

Action Plans

Individual action plan follows, relating to the key aspects of accessibility. It is expected that significant progress will be made over the three years of the plans, but we acknowledge that there will be a need for ongoing awareness & training for staff & governors in the matter of disability discrimination & the need to inform attitudes on this matter. Teaching methods & techniques will also develop over this period, which may create new challenges.

In terms of the physical environment, the College buildings are old & cannot easily be adapted within the budget of the College. The approach therefore is to continue to make physical improvements while also being prepared on a case-by-case basis to move teaching & learning to areas that can be accessed.

Plan Availability

A copy can be emailed or posted on request

A copy can be provided in large print size format and / or coloured paper on request.

Review & Evaluation

The plan is valid for three years from 2019-2022 and a new plan will be drawn up on its expiry. The plan is reviewed annually by the College's leadership team. It may be adjusted at annual review or at any other time as appropriate.

Improving Curriculum Access

Background

The College buildings are old with access by stairs on different levels which means some classrooms would difficult to access by some disabled students. Students must circulate between classrooms & the College recognises the difficulty of keeping to strict timetabling should physically disabled students be admitted or should students become physically disabled while at the College. If one of these situations occurs, the following plans will be put in place:

(a) The timetable will be written or amended to place students in accessible ground floor classrooms as far as possible.

(c) A variety of types of digital technologies can be used to give access to lessons which must take place in less accessible areas.

Plans will be made in consultation with the student, parents & teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

Target	Action needed	Leadership	Timescale	Outcome
Improve staff awareness of SEND.	SEND presentation provided to all staff annually. SEND register available to all staff. Mental health awareness & safeguarding training provided to all staff annually.	SLT.	Ongoing.	All staff aware of SEND needs of students. All staff confident as how to support students effectively within their own spheres of work.
Ensure that all College policies consider the implications of disability access.	Annual review of policies explicitly considers accessibility.	SLT.	Ongoing.	All relevant policies incorporate accessibility needs e.g. SEND policy.
Develop more accessible teaching resources.	Google classroom being trialled by tutors. Student Portal in progress.	SLT.	Ongoing.	Google Classroom & Student Portal utilised widely across College.
Assess relevant for Examination Access Arrangements (EAA) & Reasonable Adjustments.	Annual update on Lucid Exact licence to assess for EAA eligibility.	SLT.	Ongoing.	All first language English speakers assessed EAA entitlement during first half-term of their studies.
Touch-typing training for students needing this in order to use laptop proficiently in examinations.	Free online course(s) available.	SLT.	Ongoing.	Students accessing this training when needed.

Reading pen available for students to trial.	Students to purchase reading pen when they find this useful.		Ongoing.	Student using reading pen when an appropriate classroom / EAA for them.
Ensure that any new building plans move towards providing greater ease of access for the less mobile students, staff & parents.	Consideration to be given to physical accessibility to any proposed building changes. A wheelchair ramp is available for access to KES1.	SLT.	Ongoing.	Buildings as accessible as possible within the physical constraints due to their age & planning regulations.
Lifts enable access to different floors.	Available in KES1 and St Ebbe's boarding house.	SLT.	Ongoing.	Students and staff requiring lift access located in these buildings where possible.
Review safety & fire plans in the light of students & staff with disabilities.	Needs of individual students & staff are ascertained during enrolment including application form & interview process. Risk assessment in place for students & staff where needed.	SLT.	Ongoing.	Safety & fire plans address the needs of any disabled students & staff.
Increase accessibility to toilets.	A wheelchair accessible toilet is available to staff & students on the ground	SLT.	Ongoing.	Any new toilets to be wheelchair accessible where possible.

	floor of KES1.			
To make all written documentation provided to prospective parents & students available in alternative formats as required.	<p>Application documentation can be completed online.</p> <p>Hardcopy application forms can be provided in A3 format if required.</p> <p>Student parents handbook available in hard copy & enlargeable e-copy.</p>	SLT.	Ongoing.	All written documentation easily accessible to parents & students.
To ensure accessibility of the College website.	College website can be accessed via PC, tablet & mobile phone.	SLT.	Ongoing.	Website easily accessible to viewers.
Investigate methods of communication with parents to improve accessibility & effectiveness.	<p>Portal currently being trialled.</p> <p>Consideration is being given to parent portal.</p> <p>Reports are e-mailed to parents (which means that they can be enlarge onscreen if required).</p> <p>Reach Boarding is in place for boarders which provided a platform for parents in their own language.</p>	SLT.	Ongoing.	All communication with students & parents in line with their accessibility needs.